REPORT RESUMES

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CONTINUOUS PROGRESS EDUCATION IN THE SEATTLE PUBLIC SCHOOLS, THE PROPOSED SOUTHEAST EDUCATION CENTER. PLANNING RECOMMENDATIONS.

SEATTLE PUBLIC SCHOOLS, WASH.

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THIS REPORT CONTAINS EIGHT PLANNING RECOMMENDATIONS AND A DESCRIPTION OF THE PROCEDURES FOR THREE PLANNING PHASES OF A PROJECT TO DEVELOP A CONTINUOUS PROGRESS EDUCATION CENTER. THE COMPLETED CENTER WILL OFFER A NONGRADED CURRICULUM TO ABOUT 3,500 RACIALLY INTEGRATED STUDENTS AT THE PRIMARY, INTERMEDIATE, AND SECONDARY SCHOOL LEVELS. COMMUNITY PARTICIPATION IN THE PRACTICES OF THE CENTER IS ENCOURAGED. CONSTRUCTION WILL BEGIN ON A CENTER FOR STUDENTS IN THE INTERMEDIATE GRADES. THE PROJECT WILL BEGIN ITS OPERATIONS BY FALL 1970. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CONTINUOUS PROGRESS EDUCATION

IN THE SEATTLE PUBLIC SCHOOLS

THE PROPOSED SOUTHEAST EDUCATION CENTER

PLANNING RECOMMENDATIONS

UD 005 853

January 17, 1968

PLANNING FOR CONTINUOUS PROGRESS EDUCATION

Planning Recommendations and Procedures

INTRODUCTION

This report includes the planning recommendations, the procedures and expectations for the planning project, and the schedule for each of the three planning phases.

The 20 general recommendations which will guide planners have been compiled separately under the title "Continuous Progress Education in the Seattle Public Schools, The Proposed Southeast Education Center, General Recommendations." Copies of this document may be obtained from the Planning and Research Office.

RECOMMENDATIONS FOR PLANNING

Recommendation 1: That a staff be formed and authorized to proceed by March 1, 1968, to plan Phase I projects.

Staff recommended for the project would include the following full-time planners who would be located in temporary buildings on the center site:

1. The planning director.
2. Specialist in curriculum organization and construction.
3. Specialist in individual differences and diagnostic techniques.
4. Specialist in evaluative techniques.
5. Specialist in instructional technology.
6. Specialist in transportation, operations, and auxiliary services.
7. Specialist in facility planning.

To support the planning staff educational and technical consultants would be available for developing and evaluating guidelines and for special project planning or development.

Recommendation 2: That planning and staff and facility development schedules be implemented over a 31-month period, with certain aspects of each running concurrently, so that the center may become operational by Fall, 1970.

LONG RANGE PLANNING SCHEDULE

PHASE I	PHASE II	PHASE III
PREPARE SPECIFICATIONS	CONTINUE ARCHITECTURAL DESIGN	TRAIN STAFF
START ARCHITECTURAL DESIGN	DEVELOP PROGRAM MODELS	DEVELOP PROGRAMS
EVALUATE SPECIFICATIONS	TRAIN STAFF	CONSTRUCTION
		SIMULATE OPERATION

OPEN SCHOOL

MAR 1968	NOV 1968	NOV 1969	FALL 1970

Recommendation 3: **That periodic progress reports be made by the planning director and the advisory council.**

In addition to periodic progress reports, this proposal calls for an extensive information program. This will be accomplished through press releases, brochures, lectures, conferences, and television programs. Further, in developing plans for the Southeast Education Center, ample opportunities will be given citizens that they may react to the plans as they are being developed.

All information before it is disseminated will be tested for clarity, validity, pervasiveness, impact, timeliness, and practicality.

Specific Methods for disseminating information will be developed during the first planning phase.

Dissemination will begin at the inception of the project in the form of public, as well as staff, meetings with the visiting consultants. These meetings will help participants understand the concept and establish the foundation for evaluating later reports. Full mass media coverage will be provided visiting consultants.

We suggest that the Southeast Education Center advisory council assume important functions in disseminating information and in establishing an effective liaison between the community and the School District.

We suggest that the State Office of Public Instruction assist in disseminating information about the Southeast Education Center.

At the national level, ERIC, the visiting consultants, and the participating foundations will interpret and distribute information.

Recommendation 4: That specified additional site parcels be acquired by purchase or option and that facilities be constructed and/or renovated at the earliest possible dates.

Two schools--the Rainier Beach Junior-Senior High School and Dunlap Elementary School--are located at the east and west extremities of the proposed new site for the intermediate school. The existing schools will be converted insofar as feasible for continuous progress education, and the new intermediate school will be constructed between the two existing schools.

Access to each school will be easy and direct. Shared use of major facilities, such as: auditoriums, gymnasiums, and learning resources centers, will be planned.

The cost of constructing, equipping, and renovating will be borne by the Seattle School District which has earmarked $4,000,000 of current capital funds for this purpose.

Recommendation 5: That the Southeast Education Center be carefully observed and evaluated in all stages of its development for its impact upon long-range goals of the District.

Plans for evaluation will describe the method in which the detail plans for the continuous progress centers will be evaluated in order that the decision-makers can determine the costs and benefits of the program and to the degree that the goals of the program are met.

To establish benchmarks for the evaluations, the Seattle School District will bring together leading experts in the field of education and knowledgeable citizens and officials from other disciplines at the outset of the planning program for intense discussions and for developing a set of guidelines which would meet the avowed objectives of the program.

It is hoped that a small committee of consultants which is proposed for evaluating Phase I will be retained throughout the planning program to evaluate other segments of the plan.

Further, the staff of the planning program itself will carry out quantitatively objective evaluation in the manner outlined in Stufflebeam's article on "The Use and Abuse of Evaluation in Title III."[1]

The evaluative procedure will involve four generalized stages. These are context evaluation, input evaluation, process evaluation, and the evaluation of the product.

The "CIPP Evaluation Model - A Classification Schema of Strategies for Evaluating Educational Change" illustrates in matrix form the four stages of evaluation against "objective," "method," and "relation to decision-making in the change process."[1]

The details of each type of evaluation will be developed in the course of the planning program basically utilizing conceptual framework of the CIPP Evaluation Model.

1. Evaluation of Planning

   These will be made, as described under evaluation, by a planning team of recognized experts at approximately twelve-month intervals (January 1969, January 1970, and August 1970).

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[1] Daniel L. Stufflebeam, "The Use and Abuse of Evaluation in Title III." An address delivered at the National Seminar on Innovation (Columbus, Ohio, Evaluation Center, The Ohio State University, July, 1967).

The contract, with each serving as an independent agent, will be on a fixed fee plus reimbursement for cost basis.

The total estimated cost of the Phase I evaluations is approximately $7,750.

Recommendation 6: That the examination of long-range facility and instructional needs of the District continue concurrently with the development and operation of the center.

The following proposed guidelines indicate the scope and significance of the project to the Seattle School District:

1. The center will be designed as a model for research, development, and dissemination.
2. The center will become in the fullest sense a community education center.
3. A resident advisory council will play an active role in planning, evaluation, and dissemination.
4. A national advisory council will aid in establishing appropriate specifications and evaluating plans and procedures.
5. The center will be innovative in many aspects, including the composition of its pupils, the organization of the curriculum, the uses of technology, the new role concept for teachers.
6. The center will incorporate new facilities, such as: a Learning Resources Center, flexible spaces, school-within-a-school organization.
7. Staff development will be a continuing responsibility.
8. Transportation of pupils will be a major responsibility.

Because of these and many other opportunities to plan, develop, and test new instruction and facility concepts, new concepts for pupil organization and distribution, new staff and community relationships, the center will provide a laboratory for experiences unparalleled in the history of the Seattle School District.

Recommendation 7: That a planning budget for Phase I be prepared and authorized by March 1, 1968.

The proposed 31-month planning time is a minimum period during which the project may be planned, teachers trained, and facilities constructed. The Fall, 1970 opening date is conditioned upon the March 1, 1968 starting time.

Recommendation 8: That supplemental planning funds for Phase I and for subsequent planning phases be sought from private foundations and the U. S. Office of Education.

The School District has received small grants from Charles Kettering, Ltd., and will receive additional support for curriculum planning from the Kettering Curriculum Bank and Pepperdine College. It is proposed that an application be submitted to the Educational Facilities Laboratories, Inc., for a grant of funds for facility specifications planning.

Federal support of $330,000 has been requested in the amounts of $130,000 for the first phase, with anticipated later requests for $100,000 for the second, and $100,000 for the third.

PLANNING PROCEDURES

Sequence of Activities and Procedures to be Used

The planning will take place in three phases with emphasis as indicated. The fourth phase will be actual opening of the intermediate school and the articulation of all center schools. Planning objectives for the first three phases are shown on the chart accompanying planning Recommendation No. 2. The following chart illustrates details of Phase I.

Phase I Work and Procedures for This Phase Are Detailed Below

Specifications for the continuous progress centers will be prepared simultaneously in four related packages: (1) guidelines, (2) instruction, (3) technology, transportation, and facilities, (4) administration and operations. Staff teams of three to four specialists will be assigned to each part of the project. Each team will be provided resources for research and consultation. Articulation of team studies and specifications resulting from the studies will be the responsibility of the project director. Total time allocated for preparing and editing and evaluating specifications will be nine months from a proposed starting date of March 1, 1968. The planning packages are described in the following paragraphs.

Guidelines for Preparing Specifications

These will be developed through a series of conferences. The conference participants will consist of educational leaders who have participated in theoretical development or application of continuous progress programs, key members of the School District staff, and other selected guests and lay participants. Conferees will represent the cross-disciplines associated with the concept and will include scholars in such areas as psychology, architecture, educational technology, and curriculum development, as well as successful

STEPS IN PREPARING PLANS FOR THE SOUTHEAST EDUCATION CENTER

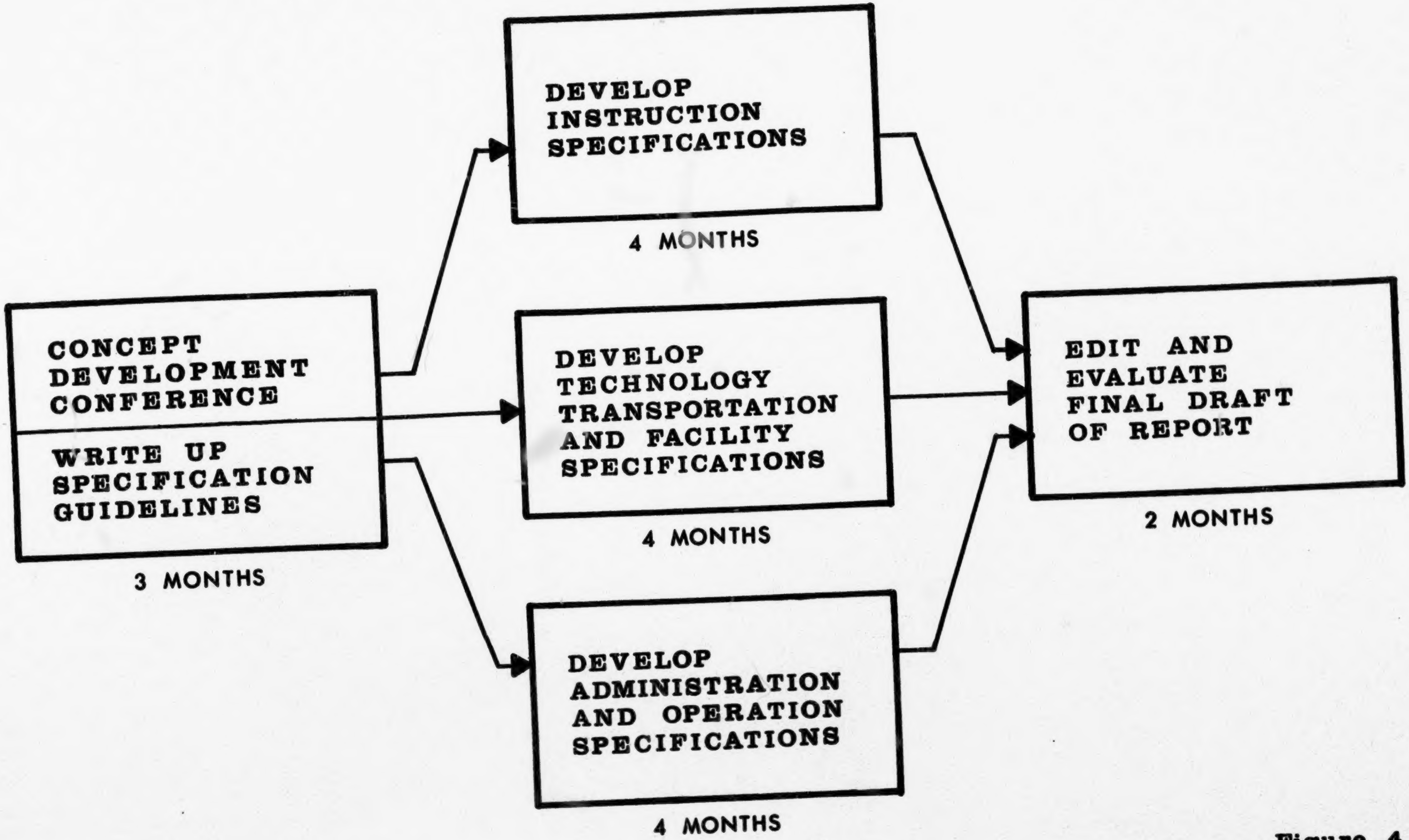
CONCEPT DEVELOPMENT CONFERENCE
WRITE UP SPECIFICATION GUIDELINES
3 MONTHS
DEVELOP INSTRUCTION SPECIFICATIONS
4 MONTHS
DEVELOP TECHNOLOGY TRANSPORTATION AND FACILITY SPECIFICATIONS
4 MONTHS
DEVELOP ADMINISTRATION AND OPERATION SPECIFICATIONS
4 MONTHS
EDIT AND EVALUATE FINAL DRAFT OF REPORT
2 MONTHS

Figure 4

practitioners and experts in program implementation, evaluation, and staff utilization. A proposed list of conference consultants is included. Outcomes expected from the conference will be:

1. Clear definitions of educational and facility concepts from which specifications may be written.
2. A greatly increased local staff and community, as well as national, awareness of the significance of the concepts and the need for their implementation.

Fifteen to twenty outstanding educational leaders will be invited to come to Seattle individually for a series of conferences. The leaders will be chosen for the significance of their contributions to education.

The project staff will assume responsibility for preparing the conference report. This report will establish guidelines for education and facility specifications by clarifying the qualities and characteristics of the program. In addition, the guidelines will establish planning time schedules and priorities.

Instruction Specifications

The instruction specifications will delineate the essential characteristics of those parts of the school system which have a direct bearing on learning and teaching processes.

They will identify requirements for non-graded concept-organized curricula, team planning and teaching, variable grouping, demand scheduling, diagnosis of learning problems, variable programming, performance evaluation, and learning resources.

Instruction specifications will be prepared by a team of specialists knowledgeable in one or more areas, including organization and construction of curricula, individual differences, diagnostic and evaluative techniques, and learning resources.

Technology, Transportation, and Facility Specifications

These specifications will establish requirements for all technology which will support the learning-teaching processes, forecast future requirements and relate them to facility design.

Transportation specifications will describe modes of transportation, schedule requirements, transportation, operating and maintenance responsibilities, and define transportation staff needs. Because of the long-range implications attached to the transportation of pupils, it will be necessary to develop a demographic grid. Such a grid will identify locations and characteristics of pupils and permit precise delineation of transportation routes.

Facility specifications will establish space organization and articulation, space characteristics, auxiliary space requirements and site functions in conjunction with instruction, technology, and transportation programs.

The above specifications will be the responsibility of specialists in technology of transportation facilities, with appropriate secretarial, clerical, consultant and travel budgets.

Administration and Operation Specifications

Essential to the continuous progress center concept are several theories sufficiently innovative to require carefully researched specifications. These include a high degree of community participation in the policies and practices of the school; greater autonomy for program design, staff selection, and articulation between levels; increased emphasis on research, internal development of staff and dissemination of information.

Requirements for these and other operating practices will be defined as they relate to staff characteristics, staff organization, instructional assignments, progress reports, budget allocations, research and dissemination practices, staff articulation, communication, schedules, and parent-school relationships.

A team including specialists in school administration, research and operations will apply itself to the preparation of these specifications.

EDITING

About two months time will be needed to edit and prepare the final draft of the specifications. The leaders of each team representing the areas of curriculum, facilities, and administration along with the project director will comprise a task force of four to prepare the final documents.

Rationale for Procedures

The above procedures indicate the high priority which will be given to preparing careful educational and facility specifications prior to other planning and developmental activities. The procedure will include the following steps:

1. Orienting staff and community to all aspects of the concept.
2. Drafting guidelines which will establish the bounds and constraints for specification planners.
3. Evaluating guidelines by educational leaders.
4. Visits to exemplary programs by specification planners.
5. Further consultations with educational leaders as required.
6. Drafting specifications.
7. Editing specifications.
8. Resubmitting specifications for general as well as specific evaluations.
9. Submitting specifications to the Superintendent of Schools.

These procedures are considered most appropriate for the Seattle School District because they would:

1. Establish a sound educational base for the specifications.
2. Involve staff, community, and national educational leaders in a joint effort.
3. Establish firm and clearly defined specifications prior to embarking on other developmental activities.
4. Arouse local and national interest in Seattle's solutions for major educational problems.
5. Create a greater staff and community commitment to the proposed innovations.

SUBCONTRACTING

The following segments of Phase I planning will be subcontracted:

Evaluations of Planning

These will be made, as described under evaluation, by a planning team of recognized experts at approximately twelve-month intervals, beginning about January, 1969.

The contract, with each serving as an independent agent, will be on a fixed fee plus reimbursement for cost basis.

The total estimated cost of the Phase I evaluations is approximately $7,750.

The services to be provided are described under the section on evaluation.

Teacher Training in Curriculum Development

The Kettering Foundation Curriculum Bank of Laguna Beach, California; Pepperdine College of Pasadena; and the Seattle School District have entered into a cost sharing agreement for the first phase of what may be, hopefully, a continuing teacher training program.

This agreement will be fulfilled in the spring of 1968. The total cost, equally shared, will be $6,000.

The two agencies will provide the professional staff for the series of workshops which will be coordinated and supervised by the Seattle School District's Personnel Division.

Development of a Grid System for the School District

A proposal is now being examined from Battelle Memorial Institute of Richland, Washington, to prepare a grid system which is a highly essential tool for establishing specifications for transporting pupils.

No starting date has been determined, but the project could be completed five months from its inception.

A fixed price contract requiring payment ranging from $21,000 to $25,000 to Battelle Memorial Institute is anticipated.

A complete block grid system applicable to the District's computer would be produced.

All services to the District would be based upon clearly drawn specifications.

CREDITS

This document was prepared for the Superintendent of the Seattle Public Schools, Forbes Bottomly, by the Task Force on Continuous Progress Education.

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Maps were prepared by Dan Kaylor.